



Office of the State Superintendent of Education

DISTRICT OF COLUMBIA
MAYOR ADRIAN M. FENTY

April 7, 2010

Dear Common Core Review Panelists,

Thank you again for participating in this important work. As noted by Superintendent Briggs, these draft standards are the product of a state-led effort coordinated by the National Governors Association and the Council of Chief State School Officers. These standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and workforce training programs. The goal is to provide a clear and consistent framework to prepare our children for college and the workforce. As such, the standards are designed to:

- Align with college and work expectations
- Be clear, understandable and consistent
- Build on strengths and lessons of current state standards
- Be informed by other top performing countries, so that all students are prepared to succeed in our global economy and society
- Be evidence-based
- Promote rigorous content, critical thinking skills and advanced knowledge applications

This work has been on-going for more than a year. The standards were developed in collaboration with teachers, school administrators, and experts. An advisory group, consisting of members from Achieve, Inc., ACT, the College Board, the National Association of State Boards of Education and the State Higher Education Executive Officers, provided advice and guidance on the initiative. Feedback on earlier drafts has been received from national organizations representing, but not limited to, teachers, postsecondary education (including community colleges), civil rights groups, English language learners, and students with disabilities. Enclosed with the standards are two documents that provide greater detail about the process that has been used to develop these draft standards. More information about the Common Core State Standards Initiative may be found at <http://www.corestandards.org>.

Following are instructions to help guide your review:

1. Review the Common Core State Standards (CCSS) for your subject area. They are located at <http://www.corestandards.org/>.
2. We highly suggest you review the following sections on the website:
 - College and Career Readiness Standards
 - Key Points in ELA draft
 - Key points in Math draft
3. Review the attached side by side crosswalk of the current DC State Standards to the Common Core State Standards. The DC Standards were used as the anchor and are listed on the left. I have sent you the entire crosswalk document; however, you only need to review the grade levels for your panel.
4. The coding for the Common Core State Standards is by strand/domain/concept, grade, and number of standard. For example,

Reading - Literature	K. 8. With prompting and support, recognize cause-and-effect relationships in a text.
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This standard would be found in the Reading Standards for Literature for Kindergarten, Standard number 8. The same system is used for math.

Functions	8-F.5. Understand that functions can describe situations where one quantity determines another.
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This standard would be found in the Functions Domains for 8th grade, Standard number 5. Also, please note the definition for STEM standards, page 42 of the Common Core Mathematics documents, and how these standards are tagged.

Note: The Common Core Standards for High School Math/Functions, page 50, contains a typographical error. The subheadings should be F-IF, F-BF, and F-LQE NOT A-IF, F-BF, A-LQE.

5. Every attempt has been made to give a clear, comparable standard; however, not all standards are perfect matches and/or panelists might have different perspectives on the extent to which they are matches. A column has been provided on the crosswalk document for you to make comments and suggestions in these cases.
6. If a Common Core State Standard did not match the DC State Standard by grade level, the Common Core Standard was placed under the closest matching DC Standard, despite grade level. Again, how a potential shift to CCSS will impact what is taught and when it is taught (in terms of grade level) – as well as implementation implications of such shifts – will be part of our review and discussion.
7. If we were unable to identify a CCSS match for an existing DC Standard, the corresponding CCSS cell has been left blank. If you see a match where we did not, please write it in and we will consider it in our discussion.
8. Finally, below find guiding questions to frame your review. We would like to focus the discussion during our meeting on implementation challenges should the State Board of Education adopt these standards. Please return to me your responses, as well as comments on the crosswalks, by April 30, 2010.

If you have any questions or concerns, please feel free to contact me at tamara.reavis@dc.gov or 202-654-6100.

Sincerely,
 Tamara Reavis
 Instructional Systems Specialist
 Office of the State Superintendent of Education

Guiding Questions for Review of the Common Core State Standards

Grade and Content Area:_____ **Name:**_____

1. What implementation challenges do you see if the District chooses to adopt Common Core Standards? What methods are available for meeting these challenges?
2. How will students benefit if the District decides to adopt Common Core State Standards?
3. Are the CCSS learning progressions rigorous yet attainable?
4. Is the draft of the CCSS document clear and easy to understand?
5. Please provide any other feedback.